

Phonological Awareness: **Initial Sounds**

Description Children identify pictures with the same initial sound as a spoken word.

Children are given four picture cards and told the name of each picture. They say the sound and point to or say the picture that begins with the same sound. The child is also asked to produce orally the beginning sound for an orally presented word that matches one of the given pictures.

- You Need**
- ▶ Initial Sound Picture Cards—Sheets 1 and 2
 - ▶ Phonological Awareness Assessment—Individual Record form
 - ▶ Phonological Awareness Assessment—Class Record form

Why Use It This assessment will tell you whether children can hear and match initial sounds in words.

- How to Use It**
- ▶ Administer this test individually.
 - ▶ Begin by showing the child four picture cards: *bear*, *hat*, *dog*, and *milk*. Say the name of each picture and ask the child to find the other picture card that starts with the same sound.
 - ▶ Then, say the name of four of the pictures and ask the child to orally produce the initial sound.
 - ▶ Record the child’s correct responses as well as substitutions on the Individual Record form.
 - ▶ Show the child four more picture cards: *cat*, *fan*, *ladder*, and *pencil*. Say the name of each picture and ask the child to find the other picture card that starts with the same sound.
 - ▶ Then, say the name of four of the pictures and ask the child to orally produce the initial sound.
 - ▶ Record the child’s correct responses as well as substitutions on the Individual Record form.

- What to Notice**
- ▶ Number of sounds the child can correctly match
 - ▶ Whether children can orally produce the initial sound of a word they have heard

"Phonological Awareness" Assessment—Individual Record

Name _____ Grade _____ Date _____

Initial Sounds Assessment

	Matching (✓ or substitutions)	Oral (✓ or substitutions)
b /b/		
h /h/		
d /d/		
m /m/		
c /k/		
f /f/		
l /l/		
p /p/		
Total		

Blending Assessment

	Scoring (✓)
/h/-/ī/-/d/ [hid]	
/w/-/ī/-/sh/ [wish]	
/p/-/ō/-/t/ [pot]	
/f/-/ē/-/t/ [feet]	
/l/-/ō/-/k/ [look]	
/t/-/ā/-/k/ [take]	
/m/-/ō/-/n/ [moon]	
/n/-/ū/-/t/ [nut]	
/r/-/ā/-/p/ [rap]	
/ch/-/ī/-/l/ [chill]	
Total	

Segmenting Assessment

	Scoring (✓)
wet [/w/-/ē/-/t/]	
vase [/v/-/ā/-/s/]	
trip [/t/-/r/-/ī/-/p/]	
miss [/m/-/ī/-/s/]	
duck [/d/-/ū/-/k/]	
pad [/p/-/ā/-/d/]	
fast [/f/-/ā/-/s/-/t/]	
kick [/k/-/ī/-/k/]	
tool [/t/-/ō/-/l/]	
boat [/b/-/ō/-/t/]	
Total	

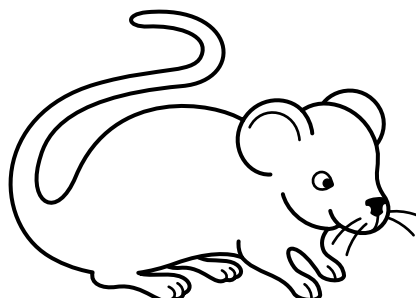
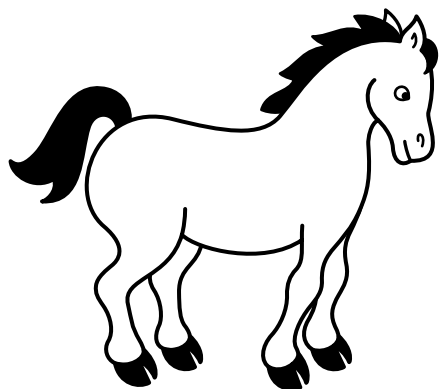
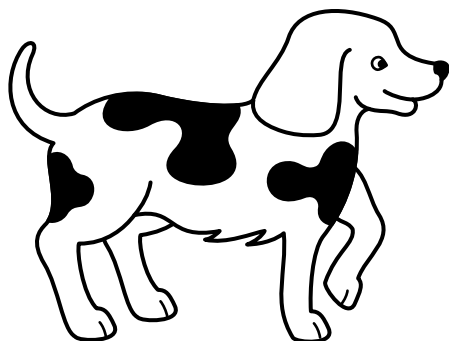
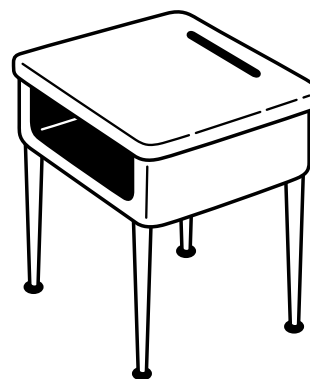
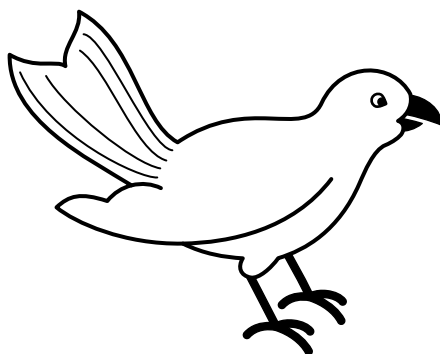
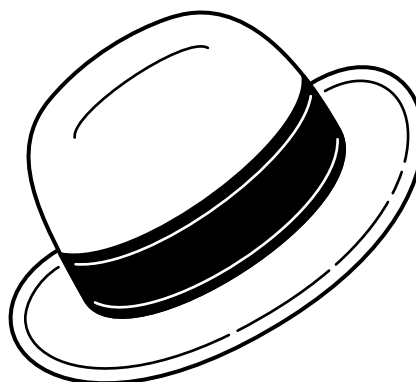
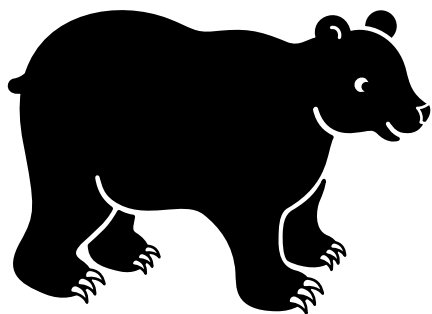
Rhyming Assessment

	Scoring (✓)
bee/tree	
fish/dish	
fan/van	
box/socks	
star/car	
rose/nose	
pen/hen	
bat/hat	
crown/clown	
ring/swing	
Total	

Phonological Awareness Assessment—**Class Record**

Name	Initial Sounds Assessment	Blending Assessment	Segmenting Assessment	Rhyming Assessment
1.				
2.				
3.				
4.				
5.				
6.				
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26.				
27.				

Notes

Initial Sounds Picture Cards—**Sheet 1**

Initial Sounds Picture Cards—**Sheet 2**

